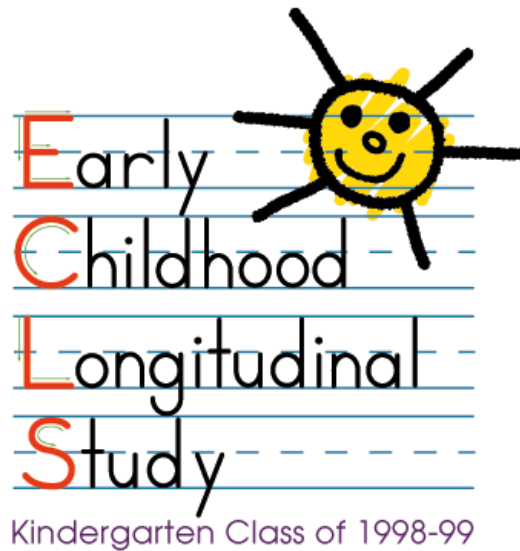


SPRING 2002 TEACHER QUESTIONNAIRE

PART C



L A B E L

Prepared for the U.S. Department of Education
National Center for Education Statistics

by Westat
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Rockville, Maryland 20850
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Assurance of Confidentiality

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. The information you provide will be kept confidential and will be protected to the fullest extent allowable under law. Information will be protected from disclosure by federal statute (20 USC 9003a —9007 as amended). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

Academic Rating Scale

The Academic Rating Scale is separated into four areas: (1) Language and Literacy, (2) Mathematical Thinking, (3) Science, and (4) Social Studies. You are asked to rate the child's skills, knowledge, and behaviors within each of these three areas based on your experience with this child. This is NOT a test and should not be administered directly to the child. Each question includes examples that are meant to help you think of the range of situations in which the child may demonstrate similar skills and behaviors. The examples do not exhaust all the ways that a child may demonstrate what he/she knows or can do. The examples do, however, indicate the level of proficiency a child should have reached in order to receive the highest rating. Some of these examples describe a very high level of performance (beyond typical standards) in order to be able to evaluate achievement levels of even the high performing students.

The following **five-point scale** is used for each of the questions. It reflects the degree to which a child has acquired and demonstrates the targeted skills, knowledge, and behaviors.

- | | |
|----------------------|---|
| 1 = Not yet | → Child <u>has not yet</u> demonstrated skill, knowledge, or behavior. |
| 2 = Beginning | → Child is <u>just beginning</u> to demonstrate skill, knowledge, or behavior but does so very inconsistently. |
| 3 = In progress | → Child demonstrates skill, knowledge, or behavior <u>with some regularity</u> but varies in level of competence. |
| 4 = Intermediate | → Child demonstrates skill, knowledge, or behavior <u>with increasing regularity and average competence</u> but is not completely proficient. |
| 5 = Proficient | → Child demonstrates skill, knowledge, or behavior <u>competently and consistently</u> . |
| N/A = Not Applicable | → Skill, knowledge, or behavior has <u>not been introduced</u> in classroom setting. |

Rate only the child's **current** achievement. Please use the full range of ratings. If the skill, knowledge, or behavior has been introduced in the classroom, please rate the child using the numbers **1-5**. Circle **"NA"** only if the skill, knowledge, or behavior has not been introduced in your classroom setting.

Children with Limited English Proficiency: Please answer the questions based on your knowledge of this child's skills. If the child does not yet demonstrate skills in English but does demonstrate them in his/her native language, please answer the questions with the child's native language in mind.

Children with Special Needs: It may be necessary to consider adaptations for some questions to make them more inclusive for this child's skills and/or use of adaptive equipment. Some children may utilize alternative forms of verbal communication (e.g., sign language, communication boards) or written communication (e.g., word processors, Braille, dictation). Please answer the questions with these adaptations in mind.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, D.C. 20006.

SECTION I. LANGUAGE AND LITERACY

1. Are you the child's primary teacher in this area? CIRCLE ONE NUMBER.

- a. Yes 1 (SKIP TO Q3)
 b. No 2 (GO TO Q2 BELOW)

2. If you are **not** the child's primary teacher in this subject area, please do one of the following:

- a. Consult with the person most familiar with the child's progress in this subject area to complete this scale, and circle 1 below.
 b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the next subject area.

PLEASE CIRCLE ONE NUMBER BELOW.

I consulted with someone else to complete this scale..... 1 (GO TO Q3 BELOW)

I am unable to consult with a person knowledgeable about this subject area, so I am skipping it..... 2 (SKIP TO SECTION II)

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
3. Conveys ideas clearly when speaking – for example, presents a well-organized oral report, or uses precise language to express opinions, feelings, and ideas, or provides relevant answers to questions that summarize classmate's concerns.	1	2	3	4	5	N/A
4. Uses various strategies to gain information – for example, uses the index or table of contents to locate information, or uses encyclopedias or other reference books/media to learn about a topic	1	2	3	4	5	N/A
5. Reads fluently – for example, easily reads words as part of meaningful phrases rather than word by word including words with three or more syllables, such as rambunctious, residential, genuinely, and pneumonia..	1	2	3	4	5	N/A
6. Reads third grade books (fiction) independently with comprehension – for example, relates why something happened in a story, or identifies emotions of characters in a story, or identifies a turning point in the story	1	2	3	4	5	N/A

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
7. Reads and comprehends expository text – for example, after reading about how early colonists lived, creates a chart comparing life today with colonial life, or after reading a children’s news story about pollution, identifies cause and effect relationships, or summarizes main ideas and the supporting details in a science or social studies selection.	1	2	3	4	5	N/A
8. Composes multi-paragraph stories/reports – for example, writes a report by developing and following an outline, or writes stories with a clear plot and distinct characters.	1	2	3	4	5	N/A
9. Rereads and reflects on writing, making changes to clarify or elaborate – for example, adds more adjectives and description, or includes additional details to increase clarity, or combines choppy sentences.	1	2	3	4	5	N/A
10. Makes mechanical corrections when reviewing a rough draft – for example, rereads a story and adds omitted words, or correct spelling and capitalization errors, or adds end punctuation when necessary.	1	2	3	4	5	N/A
11. Uses the computer for a variety of purposes – for example, to write reports or stories formatting them correctly, or to use a database to retrieve information.	1	2	3	4	5	N/A

SECTION II. MATHEMATICAL THINKING

1. Are you the child's primary teacher in this area? CIRCLE ONE NUMBER.

- a. Yes 1 (SKIP TO Q3)
 b. No 2 (GO TO Q2 BELOW)

2. If you are **not** the child's primary teacher in this subject area, please do one of the following:

- a. Consult with the person most familiar with the child's progress in this subject area to complete this scale, and circle 1 below.
 b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the next subject area.

PLEASE CIRCLE ONE NUMBER BELOW.

I consulted with someone else to complete this scale..... 1 (GO TO Q3 BELOW)

I am unable to consult with a person knowledgeable about this area, so I am skipping it 2 (SKIP TO SECTION III)

If you are not the child's primary teacher in this area, please consult with the person most familiar with the child's progress in this area when completing these scales.

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
3. Creates and extends patterns – for example, extends an alternating pattern involving addition and subtraction (+3, -1, +3, -1, +3... or +5, -3, +5, -3,...) or creates a complex visual pattern (aabc).....	1	2	3	4	5	N/A
4. Uses a variety of strategies to solve math problems – for example, adds 100 and then subtracts 4 when doing the mental math problem $467+96$, or writes the algorithms or equations needed to solve a word problem, or orders steps sequentially in a multistep problem.....	1	2	3	4	5	N/A
5. Recognizes properties of shapes and relationships among shapes – for example, recognizes that rectangles are composed of two right triangles, or demonstrates congruence by copying the exact size and shape of a pentagon onto a geoboard.....	1	2	3	4	5	N/A
6. Uses measuring tools accurately – for example, measures with rulers to the quarter-inch, or measures liquids to the nearest milliliter.....	1	2	3	4	5	N/A

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
7. Shows understanding of place value with whole numbers – for example, correctly orders the numbers 19,321, 14,999, 9,900, and 20,101 from least to greatest, or correctly regroups when adding and subtracting.	1	2	3	4	5	N/A
8. Makes reasonable estimates of quantities and checks answers – for example, estimates the cost of a list of 8 different items and compares to actual cost, or estimates the perimeter of a bulletin board and then checks with a yardstick.	1	2	3	4	5	N/A
9. Surveys, collects, and organizes data into simple graphs – for example, charts temperature changes over time, or makes a bar or line graph comparing the population in different cities of their state, or interprets a pictograph in which each symbol represents 5 people.	1	2	3	4	5	N/A
10. Models, reads, writes, and compares fractions – for example, shows that $\frac{1}{2}$ of the candy bar is $\frac{1}{4} + \frac{1}{4}$, or shows that $\frac{1}{4}$ of a set of 12 is 3.	1	2	3	4	5	N/A
11. Divides a 3 digit number by a 1 digit number – for example, $348 \div 4$ or $228 \div 6$	1	2	3	4	5	N/A

SECTION III. SCIENCE

1. Are you the child's primary teacher in this area? CIRCLE ONE NUMBER.

- a. Yes 1 (SKIP TO Q3)
 b. No 2 (GO TO Q2 BELOW)

2. If you are **not** the child's primary teacher in this subject area, please do one of the following:

- a. Consult with the person most familiar with the child's progress in this subject area to complete this scale, and circle 1 below.
 b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the next subject area.

PLEASE CIRCLE ONE NUMBER BELOW.

- I consulted with someone else to complete this scale..... 1 (GO TO Q3 BELOW)
 I am unable to consult with a person knowledgeable about this area, so I am skipping it 2 (SKIP TO SECTION IV)

If you are not the child's primary teacher in this area, please consult with the person most familiar with the child's progress in this area when completing these scales.

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
3. Makes logical predictions when conducting scientific investigations – for example, predicts that water will heat faster in the sun in a black cup than in a white cup, or predicts that the plants on the south side of the building will grow more quickly than the ones on the north side.	1	2	3	4	5	N/A
4. Communicates scientific information – for example, documents predictions, observations, and conclusions when doing an investigation, or makes diagrams of closed and open circuits, or makes line graphs of the height of plants over time.	1	2	3	4	5	N/A
5. Classifies and compares living and non-living things in different ways – for example, compares plant and animal needs, or sorts substances according to whether they dissolve in water, or sorts rocks by hardness and brittleness.....	1	2	3	4	5	N/A

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
6. Forms explanations and conclusions based on observation and investigation – for example, explains why one boat floats and another does not, or concludes that the candle stays lit longer under the larger jar because there is more oxygen available, or explains how many layers of clothing provide insulation against heat loss.....	1	2	3	4	5	N/A
7. Demonstrates understanding of physical science concepts – for example, explains that friction slows a block going down an inclined plane, or identifies the state of matter (solids, liquids, gases) of different substances, or identifies simple machines that help lift heavy objects.	1	2	3	4	5	N/A
8. Demonstrates understanding of life science concepts – for example, describes some characteristics that are inherited, or draws a diagram of a food chain, or explains the functions of parts of a plant, or categorizes foods according to the groups on the food pyramid.	1	2	3	4	5	N/A
9. Demonstrates understanding of earth and space science concepts – for example, explains why we have seasons, or labels condensation and evaporation on a diagram of the water cycle, or describes the difference between a planet and a moon.	1	2	3	4	5	N/A

SECTION IV. SOCIAL STUDIES

1. Are you the child's primary teacher in this area? CIRCLE ONE NUMBER.

- a. Yes 1 (SKIP TO Q3)
 b. No 2 (GO TO Q2 BELOW)

2. If you are **not** the child's primary teacher in this subject area, please do one of the following:

- a. Consult with the person most familiar with the child's progress in this subject area to complete this scale, and circle 1 below.
 b. If you cannot consult with a person knowledgeable about this subject area, skip this subject area, circle 2 below, and go on to the section.

PLEASE CIRCLE ONE NUMBER BELOW.

- I consulted with someone else to complete this scale..... 1 (GO TO Q3 BELOW)
 I am unable to consult with a person knowledgeable about this area, so I am skipping it 2 (SKIP TO SOCIAL RATING SCALE)

If you are not the child's primary teacher in this area, please consult with the person most familiar with the child's progress in this area when completing these scales.

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
3. Identifies similarities and differences in habits and living patterns between him/herself and other groups of people – for example, makes a mural representing the lifestyles of Native Americans long ago and today, or contrasts colonial life in the 1700s with U.S. life in current times.	1	2	3	4	5	N/A
4. Shows understanding of the purpose and structure of government functions (basic rights and responsibilities of a democratic government) – for example, by choosing one of the rights listed in the Bill of Rights and explaining how someone could be restricted if they did not have this right, or by outlining the major responsibilities of the President or Governor..	1	2	3	4	5	N/A

THIS CHILD...	CIRCLE ONE FOR EACH ITEM					
	Not Yet	Beginning	In progress	Intermediate	Proficient	Not Applicable
5. Demonstrates understanding of the ways in which the past influences the present – for example, describes the contributions of significant Americans such as Hamilton, Franklin, M.L. King, or describes the impact of technology, such as the cotton gin or the automobile, on life in America.	1	2	3	4	5	N/A
6. Recognizes the reciprocal influence of environment on people – for example, explains why people might settle in cities, or explains how crops and housing in different regions of the country are influenced by the climate and terrain of their environment, or explains the importance of major rivers.....	1	2	3	4	5	N/A
7. Knows how to use maps and globes to locate and derive information – for example, locates their own state in relation to the U.S. and the rest of the world, or uses grids to locate cities, or reads map legends, or identifies differences between political boundaries and physical boundaries on maps and globes.	1	2	3	4	5	N/A
8. Demonstrates understanding of the U.S. economic system – for example, explains the basic functions of banks, or describes how scarcity affects price, or explains the effects of supply and demand, or distinguishes between goods and services. ...	1	2	3	4	5	N/A

SECTION V. SOCIAL RATING SCALE

All instruments used in the ECLS-K are available on the web site with the exception of instruments that include items that are copyrighted. The social rating scale used in the study is an adaptation of the Social Skills Rating Scale by Gresham and Elliot 1990, published by American Guidance Service. Permission to adapt the scale was obtained from the copyright license owner (AGS). The agreement reached between ED/NCES and AGS prohibit us from distributing the actual rating scales used in the ECLS-K to the public. Permission to use or adapt the SSRS for your specific needs must be obtained from AGS.

Research related to the use and adaptation of the SSRS for use in the ECLS-K can be found in a working paper in the ECLS-K web site - the Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children. This report can be downloaded from the web. Other information on the instrument may be found in the Electronic Codebook User's manual.

Student Information

1. In which grade is this child enrolled? CIRCLE ONE NUMBER.

- a. First grade 1
- b. Second grade 2
- c. Third grade 3 **(SKIP TO Q3)**
- d. Fourth grade 4 **(SKIP TO Q3)**
- e. This is an ungraded classroom 5

2. Was this child retained in grade at the end of the 2000-2001 school year? CIRCLE ONE NUMBER.

- a. Yes 1
- b. No 2

3. Does this child receive instruction and/or related services in any of the following types of programs in your school during the school day? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Program Not Provided</u>
a. Individual tutoring program in reading.....	1	2	3
b. Pull-out small group program in reading	1	2	3
c. Individual tutoring program in mathematics	1	2	3
d. Pull-out small group program in mathematics.....	1	2	3
e. Pull-out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking,reading, and writing English language skills to children with limited English proficiency).....	1	2	3
f. In-class English as a Second Language (ESL) program ..	1	2	3
g. Learning a language other than English	1	2	3
h. Gifted and talented program in reading.....	1	2	3
i. Gifted and talented program in mathematics	1	2	3
j. Special education and/or related services	1	2	3
k. Individual or group counseling from a trained professional	1	2	3
l. Meetings with a mentor who is not a professional counselor or psychologist.....	1	2	3

4. Does this child receive (or has he/she received during the past year) instruction and/or related services in any of the following types of programs in your school **outside of the regular school day**? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Program Not Provided</u>
a. Instruction or services before school.....	1	2	3
b. Instruction or services after school.....	1	2	3
c. Instruction or services on weekends	1	2	3
d. Summer program during the summer of 2001	1	2	3

5. Did this child participate in any of the following Federally funded Title I programs or services offered by the school during this school year? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Not Offered</u>
a. Title I reading.....	1	2	3
b. Title I math.....	1	2	3
c. Title I English/language arts	1	2	3
d. Title I combined reading/English/language arts	1	2	3
e. Title I ESL/Bilingual	1	2	3
f. Title I handicapped/special education	1	2	3

6. During structured play time, including physical education, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONE NUMBER.

a. A lot less active than most.....	1
b. A little less active than most.....	2
c. About the same as most.....	3
d. A little more active than most	4
e. A lot more active than most.....	5
f. I have not observed this child in structured play	6

7. During unstructured play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONE NUMBER.

a. A lot less active than most.....	1
b. A little less active than most.....	2
c. About the same as most.....	3
d. A little more active than most	4
e. A lot more active than most.....	5
f. I have not observed this child in unstructured play	6

8. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level? CIRCLE ONE NUMBER ON EACH LINE.

	Far below average	Below average	Average	Above average	Far above average
a. Language and literacy skills.....	1	2	3	4	5
b. Science and social studies	1	2	3	4	5
c. Mathematical skills.....	1	2	3	4	5

9. To what extent did this child participate in any grade-level assessment administered as part of the school's testing program during the current school year? CIRCLE ONE NUMBER.

- a. Child did not participate in the school's testing or assessment program..... 1 **(SKIP TO Q11)**
- b. Child participated in the school's testing or assessment program to a limited degree 2
- c. Child participated fully in the school's testing or assessment program 3
- d. There are no schoolwide assessments at this grade level 4 **(SKIP TO Q11)**
- e. Don't know..... 8 **(SKIP TO Q11)**

10. Did this child receive special accommodations (e.g., for a disability or limited-English proficiency) to participate in the school's testing or assessment program? CIRCLE ONE NUMBER.

- a. Yes 1
- b. No..... 2
- c. Don't know..... 8

11. How often does this child work to the best of her/his ability in the subjects for which you are the primary teacher? CIRCLE ONE NUMBER.

- a. Never 1
- b. Seldom 2
- c. Usually 3
- d. Always 4

12. Has this child ever fallen two or more weeks behind in school work this year because of a health problem? CIRCLE ONE NUMBER.

- a. Yes 1
- b. No..... 2

13. How many achievement groups in **reading** do you currently have in this child's class? CIRCLE ONE NUMBER. IF YOU DO NOT HAVE READING ACHIEVEMENT GROUPS IN THIS CHILD'S CLASS, CIRCLE "0" AND GO TO QUESTION 16.

- a. None 0 (**SKIP TO Q16**)
- b. One..... 1
- c. Two..... 2
- d. Three 3
- e. Four 4
- f. Five or more 5

14. In which reading group is this child currently placed? USE "1" FOR THE HIGHEST ACHIEVEMENT GROUP. WRITE THE NUMBER OF THE ACHIEVEMENT GROUP NUMBER BELOW.

_____ Achievement Group

15. Has this child moved to a higher or lower reading achievement group, or not moved during this school year? CIRCLE ONE NUMBER.

- a. Moved to a higher group 1
- b. Moved to a lower group..... 2
- c. Not moved 3

16. On average how often do you meet with other school staff (i.e., administrators, other teachers, specialists, counselors) to discuss this child's program and progress? CIRCLE ONE NUMBER.

- a. Several times a week 1
- b. Several times a month..... 2
- c. Once a month..... 3
- d. A few times over the school year 4
- e. Once 5
- f. Never 6

17. During this school year, have this child's parents/guardians participated in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>	<u>Not Applicable/ Not Offered</u>
a. Attended regularly-scheduled conferences at your school	1	2	3
b. Attended parent/teacher informal meetings that you initiated to talk about the child's progress	1	2	3
c. Returned your telephone calls	1	2	3
d. Initiated contact with you	1	2	3
e. Volunteered to help in your classroom or school	1	2	3

18. During this school year, besides regular teacher conferences, have you communicated with this child's parents? CIRCLE ONE NUMBER.

- a. Yes 1
b. No 2 (SKIP TO Q20)

19. Was the purpose usually to ... CIRCLE ONE NUMBER.

- a. Discuss problems 1
b. Discuss how well the child is doing? 2
c. Both 3

20. How long has this child been in your classroom this school year? CIRCLE ONE NUMBER.

- a. Entire school year..... 1
b. More than one semester but less than the entire school year 2
c. More than one-quarter but less than one semester 3
d. Less than one-quarter of the school year..... 4

21. Is this child likely to be recommended for promotion at the end of this school year? CIRCLE ONE NUMBER.

- a. Yes 1 (SKIP TO Q23)
b. No 2

22. If not promoted, will he/she be eligible for a summer program for children who are retained? CIRCLE ONE NUMBER.

- a. Yes, with mandatory attendance 1
- b. Yes, with optional attendance 2
- c. No 3
- d. No such program offered..... 4

23. Date questionnaire completed:

____ / ____ / ____
MONTH DAY YEAR

THANK YOU FOR YOUR COOPERATION

Please return this completed questionnaire in the envelope provided to:

Galen McKeever
Westat
9274 Gaither Road, W-14
Gaithersburg, Maryland 20877-1420

Or you may give it to the ECLS-K field supervisor at your school.

OFFICE USE ONLY

C	1
DR C	2
DR R	3
R	4